



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1351 E. Limberlost, Tucson, AZ 85719

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Dianna Kay Kuhn
Schedule : 08:00 AM to 04:00 PM
Grades : K-5
Web Address : www.amphi.com/~riovista/
Phone Number : (520) 696-5250
Fax Number : (520) 696-5260
E-mail : dkuhn@amphi.com

Mission

Our mission is to provide quality education in partnership with parents and the community. Quality education means we develop the very best in each child through quality classrooms, English as a Second Language support, REACH, Special Education, Reading Blocks, Title I, Art, Music, P.E., Artist-in-Residence Program, AIMS tutoring and Project ACHIEVE. We encourage this through our PTO, our Site Council, the OASIS program, Reading Seed and a strong alliance with the local businesses.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The % of students Meeting or Exceeding the AIMS reading standard will increase by 5% between 04-05. (1)Hisp. students will improve reading skills on AIMS-DPA and MAP tests. (2)Students increase time reading. (3)Teachers participate in AZ Reads training.
- ü The % of students Meeting or Exceeding the AIMS writing standards will increase by 5% between 04-05. (1)Teachers will receive writing training throughout the year. (2)Students will be involved in the writing process daily using the 6 Traits.
- ü The % of students Meeting or Exceeding the AIMS math standard will increase by 5% between 04-05. (1)Supplement Everyday Math program to emphasize structure & logic. (2) Develop a Math Wizards Club to improve achievement in number sense.
- ü Implement Positive Behavior Support with training for students, teachers and parents.

Enrollment

October 1, 2005 School Year Student Enrollment : 605
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 38

Instructional Programs

- ü Sheltered English Immersion
- ü Gifted Program - REACH
- ü Music/Art/PE Classes
- ü On-site Special Ed & Speech Classes
- ü Balanced Literacy Blocks
- ü Everyday Math
- ü Tutoring
- ü After-school ACHIEVE Mentoring program

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 23 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide a quality education in a safe learning environment. To communicate between school and parents, school notices are sent home on Wednesday, the marquee is used to announce important events, and important information is in the Student/Family Handbook.

Parents

We emphasize the importance of having students at school, on time, every day. Parents are to provide proper clothing and nourishment for their children. Parents are asked to communicate regularly with the school and support their child with homework.

Transportation Policy

We are committed to providing a safe bus trip to and from school for our students. Bus rules are presented in the Family Handbook and taught to students. Information about stops and times is available in the school office or on the transportation website.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Copper Award for contributions to United Way	2006
ü Chess Team Champions	2003
ü Several Students Published in Bear Essential News	2005
ü District Spelling Bee Winner	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1211	80010	100	99	99	438	456	447	7	8	10	31	15	18	48	55	53	14	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	581	38935	100	100	99	436	453	447	6	7	9	31	18	19	54	55	55	10	20	17
Male	42	628	40974	100	98	98	441	460	448	10	8	11	31	13	18	40	54	52	19	26	19
African American	NC	63	4201	NC	98	99	NC	432	430	NC	22	17	NC	16	23	NC	51	51	NC	11	9
Hispanic	58	450	34545	98	99	99	433	434	432	10	13	14	31	25	24	48	53	53	10	10	9
Asian/Pacific Islander	--	52	2068	--	100	99	--	477	474	--	4	4	--	2	10	--	60	50	--	35	36
American Indian/Alaskan Native	NC	35	3979	NC	100	96	NC	441	424	NC	11	17	NC	14	30	NC	66	47	NC	9	6
White	27	609	35142	100	99	99	452	474	465	NA	2	5	30	9	11	52	55	56	19	33	28
Students with Disabilities	24	203	10161	100	98	93	411	431	419	29	18	28	33	27	28	38	44	36	NA	11	8
Students without Disabilities	70	1008	69849	100	99	100	448	461	451	NA	6	7	30	13	17	51	57	56	19	25	19
Limited English Proficient Students	16	117	14013	94	97	97	420	404	413	19	32	24	44	35	34	31	32	39	6	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	76	574	39029	99	96	98	435	434	432	9	13	14	34	23	25	46	56	52	11	8	9
Non-Economically Disadvantaged	18	637	40981	100	100	100	453	477	462	NA	3	6	17	8	13	56	53	54	28	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1213	79438	99	99	98	440	458	451	13	8	9	25	20	24	59	57	56	3	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	583	38775	100	100	99	443	461	457	10	7	7	25	20	22	65	58	58	NA	15	13
Male	41	628	40560	98	98	97	437	456	446	17	9	12	24	20	25	51	57	54	7	14	9
African American	NC	64	4178	NC	100	98	NC	435	439	NC	20	13	NC	20	29	NC	55	52	NC	5	6
Hispanic	57	451	34297	97	99	98	440	435	434	14	13	14	25	33	31	56	49	50	5	5	5
Asian/Pacific Islander	--	52	2063	--	100	99	--	477	475	--	4	3	--	8	15	--	65	63	--	23	20
American Indian/Alaskan Native	NC	35	3940	NC	100	95	NC	434	429	NC	11	14	NC	46	36	NC	40	47	NC	3	3
White	27	609	34887	100	99	98	445	478	471	7	3	4	19	11	15	74	64	63	NA	22	18
Students with Disabilities	23	202	9588	96	98	88	396	428	416	48	22	30	22	28	32	30	44	34	NA	7	5
Students without Disabilities	70	1011	69850	100	100	100	455	464	456	1	5	7	26	19	23	69	60	59	4	16	12
Limited English Proficient Students	16	118	13856	94	98	96	422	393	407	25	43	27	31	33	43	44	24	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	75	575	38685	97	96	97	438	434	435	12	13	14	28	33	32	57	50	50	3	4	5
Non-Economically Disadvantaged	18	638	40753	100	100	99	450	480	467	17	4	5	11	9	16	67	64	62	6	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1212	79971	100	99	99	423	434	423	6	7	8	40	35	41	49	50	49	4	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	581	38974	100	100	99	441	447	437	2	5	5	35	27	33	56	58	57	8	10	4
Male	42	629	40895	100	99	98	402	422	410	12	9	10	48	42	47	40	43	41	NA	6	2
African American	NC	64	4203	NC	100	99	NC	395	411	NC	22	11	NC	38	45	NC	34	43	NC	6	2
Hispanic	58	449	34481	98	99	99	417	419	410	7	10	10	48	42	46	40	44	43	5	4	1
Asian/Pacific Islander	--	52	2067	--	100	99	--	458	449	--	4	4	--	21	28	--	60	60	--	15	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	410	409	NC	9	10	NC	49	47	NC	40	42	NC	3	1
White	27	610	35150	100	99	99	438	448	437	4	4	5	22	30	35	70	56	56	4	10	5
Students with Disabilities	24	202	10258	100	98	94	384	394	377	21	17	23	50	44	51	29	38	25	NA	1	1
Students without Disabilities	70	1010	69713	100	100	100	437	441	429	1	5	5	37	33	39	56	53	52	6	9	3
Limited English Proficient Students	16	115	13985	94	95	97	414	368	382	6	30	18	56	42	54	38	28	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	76	575	38994	99	96	98	421	413	409	7	10	10	42	45	47	47	42	41	4	3	1
Non-Economically Disadvantaged	18	637	40977	100	100	100	433	452	437	6	4	5	33	25	34	56	58	56	6	12	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1230	80147	100	97	99	470	492	482	12	7	11	23	15	17	46	47	49	19	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	595	39281	100	98	99	464	492	483	16	6	9	22	15	17	49	48	50	14	31	24
Male	52	634	40780	100	96	98	476	492	482	8	8	12	23	15	17	44	47	48	25	30	24
African American	NC	54	4249	NC	96	99	NC	478	464	NC	11	17	NC	13	22	NC	56	48	NC	20	13
Hispanic	62	451	33494	100	97	99	466	473	466	15	10	15	24	23	23	42	50	49	19	17	14
Asian/Pacific Islander	--	41	2103	--	100	99	--	526	515	--	NA	4	--	5	8	--	37	44	--	59	45
American Indian/Alaskan Native	NC	25	4117	NC	100	96	NC	465	456	NC	8	19	NC	32	27	NC	56	46	NC	4	8
White	28	658	36122	100	97	99	480	505	501	7	5	5	18	10	10	50	46	50	25	39	35
Students with Disabilities	18	190	10295	100	88	92	433	459	443	28	24	33	44	26	26	22	36	33	6	14	8
Students without Disabilities	86	1040	69852	100	99	100	477	498	488	8	4	7	19	13	16	51	50	51	22	33	26
Limited English Proficient Students	29	150	12722	100	96	97	440	442	441	24	21	27	24	37	33	48	39	37	3	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	79	568	38371	99	96	97	465	469	465	13	12	15	23	23	23	49	51	49	15	14	13
Non-Economically Disadvantaged	25	662	41776	100	99	100	485	512	498	8	3	6	24	9	11	36	45	49	32	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1231	79686	100	97	98	461	477	470	13	9	11	33	21	24	51	58	57	4	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	594	39163	100	98	99	459	482	475	16	8	9	31	19	22	49	61	60	4	13	10
Male	52	636	40438	100	97	97	463	473	465	10	10	13	35	24	25	52	56	54	4	10	7
African American	NC	54	4228	NC	96	98	NC	463	458	NC	19	15	NC	17	28	NC	61	53	NC	4	4
Hispanic	62	450	33299	100	97	98	450	457	452	18	13	17	35	34	32	47	50	47	NA	4	3
Asian/Pacific Islander	--	41	2097	--	100	99	--	489	490	--	5	5	--	10	13	--	78	68	--	7	14
American Indian/Alaskan Native	NC	25	4087	NC	100	96	NC	461	446	NC	8	16	NC	36	38	NC	52	44	NC	4	2
White	28	660	35914	100	98	98	478	492	489	4	5	5	32	14	15	57	63	67	7	18	14
Students with Disabilities	18	190	9808	100	88	87	417	440	432	44	31	35	39	27	32	17	37	30	NA	5	3
Students without Disabilities	86	1041	69878	100	100	100	470	484	475	6	5	8	31	20	23	58	62	61	5	12	9
Limited English Proficient Students	29	149	12594	100	95	96	423	419	422	31	34	34	48	50	45	21	15	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	79	567	38095	99	96	97	452	453	452	15	16	17	35	33	32	47	49	48	3	3	3
Non-Economically Disadvantaged	25	664	41591	100	99	99	488	498	486	4	3	6	24	11	16	64	67	65	8	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1231	80372	100	97	99	473	480	475	4	4	4	34	29	30	53	64	64	9	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	595	39452	98	98	99	481	491	488	2	4	3	34	22	22	56	70	72	8	5	3
Male	52	635	40836	100	97	98	465	470	464	6	4	6	35	35	37	50	58	56	10	3	1
African American	NC	54	4264	NC	96	99	NC	465	465	NC	6	5	NC	31	35	NC	61	59	NC	2	1
Hispanic	61	450	33608	98	97	99	460	463	462	7	6	6	39	39	36	48	52	57	7	3	1
Asian/Pacific Islander	--	41	2098	--	100	99	--	504	500	--	2	2	--	12	16	--	78	75	--	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	460	464	NC	8	4	NC	40	39	NC	44	56	NC	8	1
White	28	660	36213	100	98	99	492	492	489	NA	3	2	21	22	22	68	72	72	11	4	3
Students with Disabilities	18	192	10526	100	88	94	416	441	427	17	11	15	50	46	53	33	41	31	NA	2	1
Students without Disabilities	85	1039	69846	99	99	100	485	486	482	1	3	3	31	25	26	58	68	69	11	4	2
Limited English Proficient Students	28	148	12747	97	94	97	431	419	432	7	14	12	61	58	52	32	28	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	78	569	38521	98	96	98	469	457	461	4	6	6	36	41	38	54	51	55	6	1	1
Non-Economically Disadvantaged	25	662	41851	100	99	100	485	499	489	4	2	3	28	18	22	52	75	72	16	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	1240	79306	99	98	99	484	518	504	15	8	13	37	17	20	37	48	49	10	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	640	38845	100	98	99	485	519	505	10	7	11	42	16	20	38	49	50	10	28	18
Male	43	598	40383	98	97	98	484	516	504	21	10	14	33	18	19	37	46	47	9	26	19
African American	NC	50	4171	NC	96	98	NC	480	485	NC	20	20	NC	32	26	NC	38	44	NC	10	10
Hispanic	56	440	32673	97	97	99	480	497	487	16	14	18	41	25	25	36	47	46	7	15	10
Asian/Pacific Islander	NC	42	2147	NC	95	99	NC	543	539	NC	2	5	NC	10	10	NC	45	46	NC	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	27	682	36234	100	98	99	492	533	523	15	4	6	33	11	13	37	49	52	15	35	28
Students with Disabilities	12	157	10286	100	87	91	443	470	462	42	28	41	58	40	27	NA	27	27	NA	4	5
Students without Disabilities	79	1083	69020	99	100	100	491	524	510	11	5	9	34	14	18	43	51	52	11	30	21
Limited English Proficient Students	NC	79	10291	NC	95	96	NC	450	458	NC	38	38	NC	38	34	NC	24	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	67	498	37437	99	95	97	481	489	486	13	14	19	42	30	26	37	45	46	7	11	9
Non-Economically Disadvantaged	24	742	41869	100	99	100	494	537	521	21	4	7	25	9	14	38	49	51	17	38	27

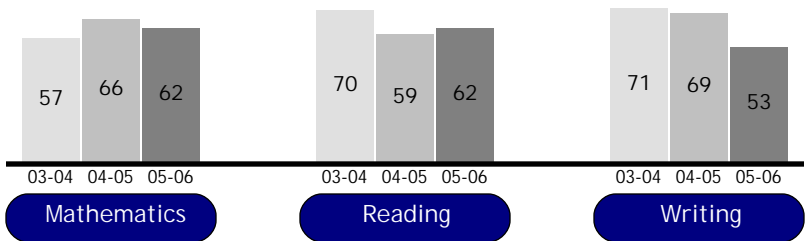
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1242	79000	98	98	98	479	498	489	9	6	10	30	20	24	58	62	58	3	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	643	38774	100	98	99	484	503	494	6	4	7	31	17	22	58	66	61	4	13	10
Male	42	597	40150	95	97	98	473	493	485	12	8	12	29	23	25	57	59	55	2	10	8
African American	NC	50	4153	NC	96	98	NC	465	476	NC	16	13	NC	36	30	NC	48	53	NC	NA	4
Hispanic	55	438	32508	95	97	98	474	478	472	9	11	15	35	29	33	56	56	49	NA	4	3
Asian/Pacific Islander	NC	42	2142	NC	95	99	NC	510	510	NC	5	4	NC	10	14	NC	69	67	NC	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	27	686	36135	100	98	98	492	513	508	7	2	4	22	13	14	59	67	67	11	17	15
Students with Disabilities	12	160	9991	100	88	88	438	459	449	42	19	33	33	44	36	25	32	29	NA	6	2
Students without Disabilities	78	1082	69009	98	99	100	486	504	495	4	4	6	29	16	22	63	67	62	4	13	10
Limited English Proficient Students	NC	77	10199	NC	93	95	NC	431	439	NC	40	35	NC	52	47	NC	8	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	66	497	37234	97	95	97	476	474	472	9	12	15	33	32	33	55	53	50	3	3	3
Non-Economically Disadvantaged	24	745	41766	100	100	99	489	515	505	8	2	5	21	12	16	67	69	65	4	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1238	79611	98	98	99	488	515	496	3	4	7	54	29	37	42	64	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	644	39016	100	98	99	502	532	511	NA	2	4	50	21	29	50	74	66	NA	3	1
Male	42	592	40519	95	96	98	473	496	482	7	7	10	60	39	44	33	54	46	NA	1	0
African American	NC	50	4188	NC	96	98	NC	479	486	NC	14	9	NC	30	40	NC	56	50	NC	NA	0
Hispanic	55	438	32855	95	97	99	486	497	481	2	7	10	60	39	43	38	53	47	NA	1	0
Asian/Pacific Islander	NC	42	2149	NC	95	100	NC	541	519	NC	NA	4	NC	24	24	NC	67	70	NC	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	27	682	36380	100	98	99	491	528	511	4	3	4	56	23	30	41	71	65	NA	3	1
Students with Disabilities	12	155	10664	100	86	94	425	453	440	17	17	23	83	55	54	NA	27	22	NA	1	1
Students without Disabilities	78	1083	68947	98	100	100	498	523	504	1	3	4	50	26	34	49	69	61	NA	2	1
Limited English Proficient Students	NC	77	10362	NC	93	97	NC	427	438	NC	26	22	NC	56	57	NC	18	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	66	498	37626	97	95	98	488	487	479	2	7	10	62	45	45	36	47	45	NA	1	0
Non-Economically Disadvantaged	24	740	41985	100	99	100	489	534	511	8	2	4	33	19	30	58	76	65	NA	3	1

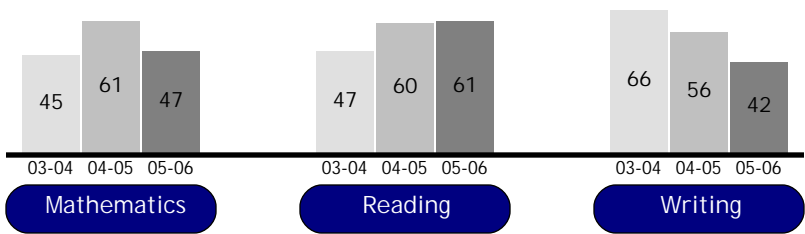
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	59	NA	58	97	37	54	47	100	35	56	46
	Language	100	41	59	50	97	36	55	47	100	35	54	48
	Mathematics	100	69	72	64	100	40	58	50	99	34	58	52
3	Reading	97	52	NA	55	100	42	49	44	100	32	54	46
	Language	98	54	68	61	100	42	48	44	100	34	52	46
	Mathematics	92	64	71	61	99	53	57	51	100	43	63	52
4	Reading	94	52	NA	56	100	48	54	48	100	46	58	52
	Language	100	45	59	52	100	47	54	49	100	46	58	52
	Mathematics	99	53	72	61	100	50	59	53	100	54	65	58
5	Reading	97	47	NA	55	100	44	55	50	99	48	63	56
	Language	100	42	60	49	100	43	55	50	99	46	61	54
	Mathematics	100	60	78	63	100	40	56	49	99	41	61	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Rio Vista Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Strategic Plan for School Improvement
- Ü Budget
- Ü Title I Plan
- Ü Curriculum Study and Evaluation
- Ü School/Business/Community Relations
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.70
Other Professional Staff	3.30	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	5	0	0
4 to 6 years	9	4	0	0
7 to 9 years	3	1	0	0
10 or more years	4	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	92
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab--Internet Access
- Ü Cafeteria with Stage Area
- Ü Library/Media Center
- Ü Gymnasium

Extracurricular Activities

- Ü Student Council/Yearbook
- Ü Rio Vista Ambassadors
- Ü Band/Orchestra/Choir
- Ü Leadership Club
- Ü Bear Essential News
- Ü Computer Club
- Ü AIMS Tutoring

Social Services

- Ü Afterschool Parks & Recreation Program
- Ü Student/Family Advocate
- Ü Afterschool Play and Learn (PAL) Program
- Ü School Social Worker
- Ü Crisis Intervention/PACT Counseling
- Ü Adult English classes
- Ü ACHIEVE Mentoring Afterschool Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Again, we were able to increase the return on Read and Respond homework. By keeping in close contact with parents, providing tutors and rewarding students, we were able to increase the percentage to 90% of students returning homework on time.
- ü We successfully implemented the Four Blocks Framework for all students K-5. Early out days were used for teacher workshops to help them learn strategies for teaching reading and writing.
- ü We received a label of Performing Plus from the state of Arizona.
- ü Two teachers were nominated for the RODEL Exemplary Teacher Award and one is currently a finalist.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have adopted the Positive Behavior Support model school-wide to promote consistency and a positive focus. Our school-wide expectations are: Be Respectful, Be Responsible, Be Safe. All staff members and students are trained. We use the 2nd Step Violence Prevention Program in all classes. Our campus is secured during school hours and we have a specific procedure for visitors. Parents are informed of school safety procedures and rules through the Student/Family Handbook.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dianna Kuhn	(520) 696-5250
Transportation Policy	Transportation Dept.	(520) 696-3780
Community Resources	Francisca Rossini	(520) 696-5250
School Nutrition Programs	Karen Martin	(623) 696-5134
Parent Organization	Christine Villela	(520) 696-5250
Student Health/Nurse	Sherry Tillis	(520) 696-5254

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.